Unit 1

Definition of performance management

"A process for establishing a shared understanding about what is to be achieved and how it is to be achieved, and an approach to managing people that increases the probability of achieving success"

- Weiss and Hartle (1997)

Performance management is a continuous process of identifying, measuring and developing performance in organisations by linking each individual's performance and objectives to the organisation's overall mission and goals.

Dimensions of Performance

They provide a great way to look at the top 10 critical dimensions of almost every job and provide a great framework to guide and develop people in their roles.

These include:

1. Quantity of work i.e. the quantity or amount of work produced or the sheer volume of work completed by employees – recognises hard-working employees

2. Timeliness of work i.e. timely delivery of work in terms of schedules, meeting deadlines, etc. – recognises employees who produce work on-time and meet deadlines

3. Quality of work i.e. the quality of work produced in terms of standards, errors, waste and rework – recognises employees who produce quality work, work which meets standards and work with few errors or mistakes

4. Use of Resources/Efficiency i.e. produces work in an efficient way in terms of using time, money, materials and other people's time well – recognises employees who come in on budget with efficient use of time, materials and people

5. Customer (External & Internal) Impact/Value Add i.e. work produced meets the expectations of customers (external or internal) – recognises employees who do work that meets/exceeds internal or external customer standards and expectations

6. Self-Reliance i.e. recognises employees who produce work without the need for extensive supervision – requires a reasonable level of support

7. Department Contribution – the employee is helpful to others in the department in getting work done and sets a tone of co-operation

8. Productive Work Habits – the employee has an overall work style which is effective and productive in terms of time management, setting priorities and following-up on commitments

9. Adding Skills & Capabilities – the employee is continuously adding new capabilities in terms of skills, knowledge, and attitude to get work done in new/better ways and building for the future

10. Alignment & Compliance – the employee behaves in a way that is aligned with the values, culture and mission of the organisation as well as common organizational practices and procedures.

PERFORMANCE MANAGEMENT CONTRIBUTERS

- Motivations to perform is increased
- Self esteem is increased
- Managers gain insight about subordinates
- Job definition and criteria are clarified
- Self insight and development are enhanced
- Organizational goals are made clear
- Employees become more competent
- Organizational change is facilitated

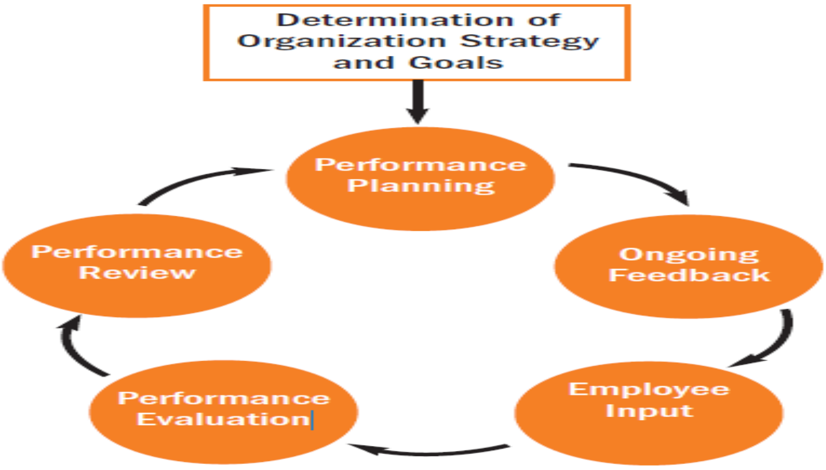
DISADVANTAGES OF POORLY IMPLIMENTED PERFORMANCE MANAGEMENT

- Employees may quit due to results
- False or misleading information may be used
- Self-esteem may be lowered
- Time and money are wasted
- Relationships are damaged
- Motivation to perform is decreased
- Employees suffer from job burnout and job dissatisfaction
- There is increased risk of litigation
- Managers are required to use an unjustified amount of resources
- Standards and ratings vary and are unfair
- Biases can replace standards
- Mystery surrounds how ratings were derived

ROLES OF PERFORMANCE MANAGEMENT

- Strategic: To help top management achieve strategic business objectives
- Administrative: To furnish valid and useful information for making administrative decisions about employees
- Information: To inform employees about how they are doing and about the organisation's and the supervisor's expectations
- Developmental: To allow managers to provide coaching to their employees
- Organisational maintenance: To provide information to be used in workplace planning and allocation of human resources
- Documentation: To collect useful information that can be used for various purposes (e.g., test development, personnel decisions)

PERFORMANCE MANAGEMENT PROCESS



1.Performance planning: Plan for the coming year in the following areas:
Clarify the expectations and standards for the job
• *what's expected of someone in this role*
• *what standards must be maintained*
Set performance goals
• *what will the employee strive to achieve in the coming year*
Set development goals
• *what knowledge/skills will the employee work to develop or enhance in the coming year*

2. **Day-to-day coaching and feedback**: Discuss performance on a regular basis (not just during formal reviews). Share feedback about the employee's successes and areas needing improvement. Seek employee input about the work process and results.

3. **Quarterly Performance Check-in**: Have a "progress check" conversation at least once per quarter. Identify successes and needed improvements in each of the following areas:
• Meeting expectations and standards
• Achieving performance goals
• Achieving development goals

4. **Formal performance review**: Meet annually to review feedback from the previous year, document performance outcomes and development results, and plan for the coming year.

UNIT 2

PERFORMANCE ANALYSIS

Performance influencing factors
What are performance influencing factors
Performance influencing factors (PIF's) affects the human performance and thus humans ability to perform actions correct and efficient. Performance influencing factors can be divided into workplace related factors and human related factors.
Workplace related factors
Human performance can be drastically improved by having control of workplace related factors. Most of these factors are controlled by the company management. Management based on visions and "greate words" will fail. Management must have practical knowledge for handling specific situations and demonstrate this knowledge through their behaviour. This will give confidence and motivation among the workers, which is an absolute condition to achieve results. A description of workplace related factors follow:

- Workplace economy
- Workplace environment
- Workplace equipment
- Workplace interaction
- Workplace layout
- Workplace personnel policy
- Workplace routines

Human related factors
Human performance can also be improved by having control of human related factors. Personal factors describe the current state of a person. This state will have variations due to psychological and physiological stresses. A description of human related factors follow:

- Personal factors
- Physiological factors
- Psychological factors

Further discussion
The above performance influencing factors are seen from different points of view and will have issues in common. Performance influencing factors are the reason for human errors. Knowledge about these factors will thus give valuable information when working out cause reducing actions in risk analyses. Experiences shows that the failure rate may be reduced by a factor of 3 to 5 when the state of the performance influencing factors are significantly improved.

PERFORMANCE APPRAISAL

It might seem at first glance that performance appraisals are used for a rather narrow purpose- to evaluate who is doing a good job or not. But in reality performance appraisals are one of the most versatile tools available to mangers. They can serve many purposes that benefit both the organization and the employee whose performance is being appraised. In general the purpose can be classified as either administrative or developmental.

From the stand point of administration, appraisal programs provide input that can be used for the entire range of HRM activities. For example, research has shown that performance appraisals are used most widely as a basis for compensation decisions. This is also directly related to a number of other major HR functions, such as promotion, transfer, and layoff decisions.

From the stand point of individual development, appraisal provides the feedback essential for discussing strengths and weaknesses as well as improving performance. Regardless of the employee's level of performance, the appraisal process provides an opportunity to identify issues for discussion, eliminate any potential problems, and set new goals for achieving high performance.

purpose of performance appraisal

DEVELOPMENTAL	ADMINISTATIVE
• Provide performance feedback • Identify individual strengths/ weaknesses • Recognize individual performance • Assist in goal identification • Evaluate goal achievement • Identify individual training needs • Determine organizational training needs • Reinforce authority structure • Allow employees to discuss concerns • Improve communication.	• Document personnel decisions • Determine promotion candidates • Determine transfers and assignments • Identify poor performance • Decide retention or termination • Decide on layoffs • Validate selection criteria • Meet legal requirements • Evaluate training programs/progress • Personnel planning • Make reward/compensation decisions

TERMS USED IN PERFORMANCE APPRAISAL

Terms involved in performance appraisal are:-

1. **Rater** : The person who evaluates the employees is called the Rater or Appraiser.
2. **Ratee** : The employee who is rated is called the Ratee.
3. **Rating** : The process of performance appraisal is called Rating.

CHARACTERISTICS OF PERFORMANCE APPRAISAL

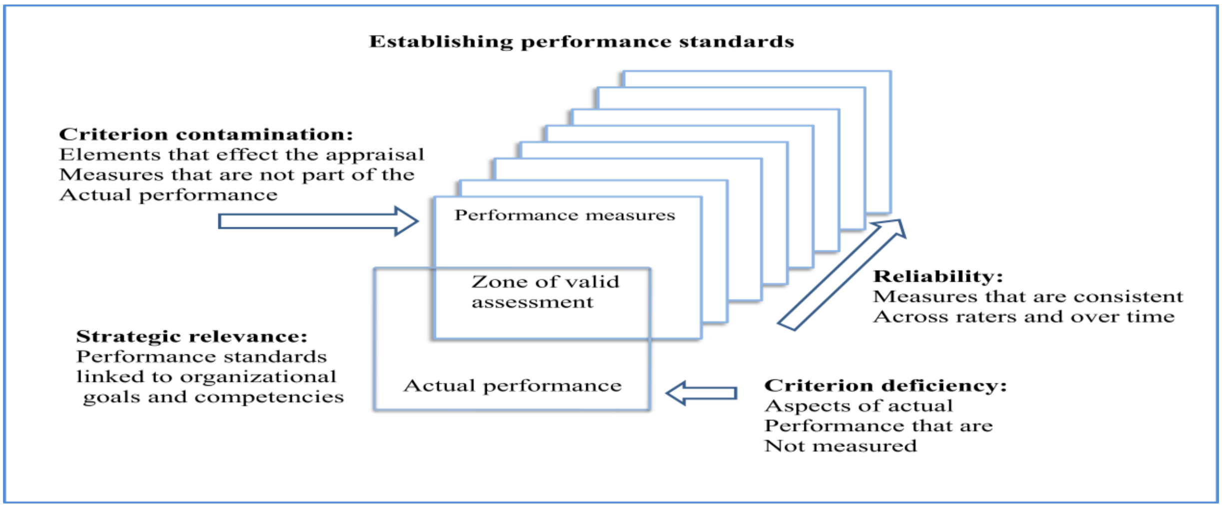
1. Performance appraisal is a link between organization's strategy and results
2. Performance appraisal is directed toward a purpose
3. Appraisal can be beneficial for the organization, the employee and manager
4. Appraisal can serve administrative or developmental purposes. Designing a scheme for each purpose is always advisable
5. Providing an employee with feedback can enhance his performance

6. Appraising all category of employees is a common practice among organizations
7. Mangers, employees or a combination of raters can conduct appraisal. Employees can also carryout self assessment.
8. Appraisal has four complementary stages, starting with planning and ending with review of performance
9. Different methods can be used for appraisal. Each method has its advantages and disadvantages and serve different purposes
10. Appraisal results can be communicated through different style. Using a certain style is heavily dependent on the situation.

PERFORMANCE STANDERDS

Before any appraisal is conducted, the standards by which performance is to be evaluated should be clearly defined and communicated to the employee. These standards should be based on job-related requirements derived from job analysis and reflected in an employee's hob description and job specifications. When performance standards are properly established, they help translate organizational goals and objectives into job requirements that convey acceptable and unacceptable levels of performance to employees.

STRATEGIC RELEVANCE



Strategic relevance refers to the extent to which standards relate to the strategic objectives of the organization. For example, if an organization has established a standard that 95 percent of all customer complaints are to be resolved in one day, then it is relevant for the customer service representatives to use such a standard for their evaluations.

CRITERION DEFICIENCY

A second consideration in establishing performance standards is the extent to which the standards capture the entire range of an employee's responsibilities. When performance standards focus on a single criterion (such as sales revenues) to the exclusion of other important but less quantifiable performance dimensions (such as customer services), then the appraisal system is said to suffer from criterion deficiency.

CRITERION CONTAMINATION

Just as performance criteria can be deficient, they can also be contaminated. There are factors outside an employee's control that can influence his or her performance. A comparison of performance of production workers, for example, should not be contaminated by the fact that some have newer machines than others do. A comparison of the performance of travelling salespeople should not be contaminated by the fact that territories differ in sales potential.

RELIABILITY

Reliability refers to the stability or consistency of a standard, or the extent to which individuals tend to maintain a certain level of performance over time. In ratings, reliability may be measured by correlating two sets of ratings made by a single rater or by two different raters. For example, two managers may rate the same individual and estimate his or her suitability for promotion. Their ratings could be compared to determine interrater reliability.

COMPLYING WITH THE LAW

Because performance appraisals are used as one basis for HRM actions, they must meet certain legal requirements. The Supreme Court ruled that performance appraisals were subject to the same validity criteria as selection procedure. As the court have made clear a central issue is to have carefully defined and measurable performance standards. Sometimes performance appraisals were viewed as discriminatory against older workers. In light of court cases such as these, performance appraisals should meet the following guidelines.

- Performance ratings must be job-related, with performance standards developed through job analysis.
- Employees must be given a written copy of their standards in advance of appraisals.
- Managers who conduct the appraisal must be able to observe the behaviour they are rating. This implies having a measurable standard with which to compare employee behaviour.
- Supervisors should be trained to use the appraisal form correctly. They should be instructed in how to apply appraisal standards when making judgments.
- Appraisals should be discussed openly with employees and counselling or corrective guidance offered to help poor performers improve their performance.
- An appeals procedure should be established to enable employees to express disagreement with the appraisal.

WHO SHOULD APPRAISE PERFORMANCE

Just as there are multiple standards by which to evaluate performance, there are also multiple candidates for appraising performance. Given the complexity of today's jobs, it is often unrealistic to presume that one person can fully observe and evaluate an employee's performance.

Alternative sources of Appraisal /360 degree appraisal

Manager/supervisor Appraisal

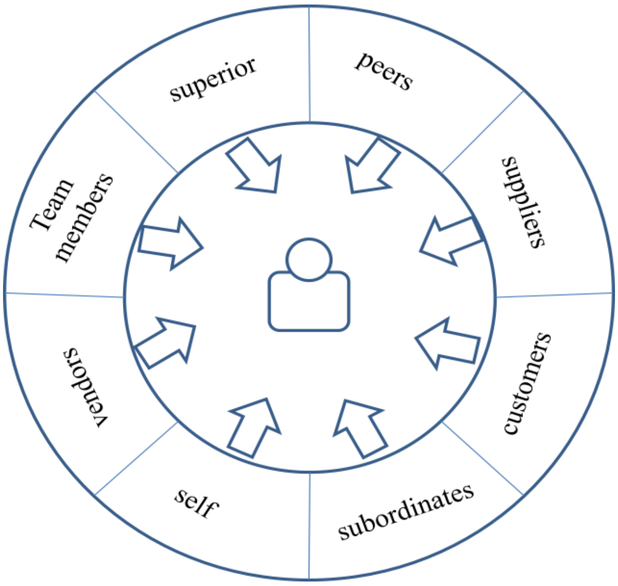
A performance appraisal done by an employee's manager and often reviewed by a manager one level higher. In most instances supervisors are in the best position to perform this function, although it may not always be possible for them to do so. These managers must then rely on performance records to evaluate an employee's performance. If reliable and valid measures are not available, the appraisal may be less than accurate.

Self Appraisal

A performance appraisal is done by the employee being evaluated, generally on an appraisal form completed by the employee prior to the performance interview. This is beneficial when managers seek to increase an employee's involvement in the review process. A self- appraisal system requires an employee to complete the appraisal form prior to the performance interview.

Subordinate Appraisal

A performance appraisal is of a superior by an employee, which is more appropriate for developmental than for administrative purposes. Subordinates are in a good position to evaluate their managers because they are in frequent contact with their superiors and occupy a unique position from which to observe many performance- related behaviour.



Peer Appraisal

A performance appraisal is done by one's fellow employees, generally on forms that are complied into a single profile for use in the performance interview conducted by the employee's manager. This provides information that differs to some degree from ratings by a superior, since peers often see different dimensions of performance. Peers can readily identify leadership and interpersonal skills along with other strengths and weaknesses of their co-workers. Peer appraisals are possibly the most accurate method of judging employee behaviour; there are reasons why they have not been used more frequently. The reasons commonly include:

- Peer ratings are simply a popularity contest.
- Managers are reluctant to give up control over the appraisal process.
- Those receiving low ratings might retaliate against their peers.
- Peers rely on stereo types ratings.

Team Appraisal

A performance appraisal, based on TQM concepts, that recognises team accomplishment rather than individual performance. In team seating, it may be nearly impossible to separate out an individual's contribution. Advocates of team appraisal argue that, in such cases, individual appraisal can be dysfunctional because it detracts from the critical issues of the team.

Customer Appraisal

A performance appraisal is that, like team appraisal, is based on TQM concepts and seeks evaluation from both external and internal customers.

PERFORMANCE APPRAISAL METHODS

Since the early years of their use by the federal Government, methods of evaluating personnel have evolved considerably. Old systems have been replaced by new methods that reflect technical improvements and legal requirements and are more consistent with the purposes of appraisal. The important methods are

1. Trait Method
    - ✓ Graphic Rating Scales
    - ✓ Mixed – Standard Scales
    - ✓ Forced – Choice Method
    - ✓ Essay Method
2. Behavioural Methods
    - ✓ Critical Incident Method
    - ✓ Behavioural Checklist Method
    - ✓ Behaviourally Anchored Rating Scale(BARS)
    - ✓ Behaviour Observation Scale (BOS)
3. Results Methods
4. Productivity Measures
5. Management By Objective (MBO)
6. 360 – Degree appraisal
7. The Balanced Score Card

TRAIT METHOD

Trait approaches to performance appraisal are designed to measure the extent to which an employee possesses certain characteristics – such as dependability, creativity, initiative, and leadership – that are viewed as important for the job and the organization in general. The fact that trait methods are the most popular is due in large part to the ease with which they are developed. However, if not designed carefully on the basis of job analysis, trait appraisals can be notoriously biased and subjective.

GRAPHIC RATING SCALES

In the graphic rating scale method each trait or characteristic to be rated is represented by a scale on which a reter indicates the degree to which an employee possesses that trait or characteristic. There are many variations of the graphic rating scale. The differences are to be found in

1. The characteristics or dimensions on which individuals are rated
2. The degree to which the performance dimension is defined for the rater
3. How clearly the points on the scale are defined.

This improves the accuracy of the appraisal because they require the rater to think in terms of observable employee behaviours while providing specific examples to discuss with the employee during the appraisal interview.

MIXED STANDARD SCALES

This method is modification of the basic rating scale method. Rather than evaluating traits according to a single scale, the rater is given here specific descriptions of each trait. These descriptions reflect three levels of performance: superior, average, and inferior. After the three descriptions for each trait are written, they are randomly sequenced to form the mixed standard scale. Supervisors evaluate employees by indicating whether their performance is better than, equal to , or worse than the standard for each behaviour

FORCED CHOICE METHOD

This method requires the rater to choose from statements, often in pairs, that appear equally favourable or equally unfavourable. The statements, however, are designed to distinguish between successful and unsuccessful performance. The rater selects one statement from the pair without knowing which statement correctly describes successful job behaviour, for example forced – choice pairs might include the following:

1. ------- a) works hard ------ b) works quickly
2. ------- a) shows initiative ------ b) is responsive to customers
3. ------- a) produces poor quality ------ b) lacks good work habits

The forced choice method is not without limitations, the primary one being the cost of establishing and maintaining its validity. The fat that it has been a source of frustration to many raters has sometimes caused the method to be eliminated from appraisal programs. In addition, it cannot be used as effectively as some of the other methods to help achieve the commonly held objective of using appraisals as a tool for developing employees by such means as the appraisal interview.

ESSAY METHOD

Unlike rating scales, which provide a structured form of appraisal, the essay method requires the appraiser to compose a statement that best describes the employee being appraised. The appraiser is usually instructed to describe the employee’s strengths and weaknesses and to make recommendations for his or her employee’s strengths and weaknesses and to make recommendations for his or her development. Often the essay method is combined with other rating methods. Essays may provide additional information on performance that is not obtained with a structured rating scale.

This method provides and excellent opportunity to point out the unique characteristics of the employee being appraised. This aspect of the method is heightened when a supervisor is instructed to describe specific points about the employee’s promotability, special talents, skills, strengths, and weaknesses. A major limitation of this is that composing an essay that attempts to cover all of an employee’s essential characteristics is a very time consuming task. Another disadvantage of this method is that the quality of the performance appraisal may be influenced by the supervisor’s writing skills and composition style.

BEHAVIORAL METHOD

Behavioural methods have been developed to specifically describe which actions should be exhibited on the job. They are frequently more useful for providing employees with developmental feedback.

CRITICAL INCIDENT METHOD

This method is used when employee behaviour results in unusual success or unusual failure in some part of the hob. A favourable critical incident is illustrated by the janitor who observed that a file cabinet containing classified documents had been left unlocked at the close of business. The manager keeps a log or a dairy for each employee throughout the appraisal period and notes specific critical incidents related to how well they perform. When completing the appraisal form, the manager refers to the critical incident log and uses this information to substantiate an employee's rating of outstanding, satisfactory, or unsatisfactory in specific performance areas and overall. This method can also help a manager counsel employees when they are having performance problems while the problem is still minor. It also increases the objectivity of the appraisal by requiring the rater to use job performance criteria to justify the ratings.

BEHAVIOURAL CHECKLIST METHOD

One of the oldest techniques is the behavioural checklist method. It consists of having the rater check the statements on a list that the rater believes are characteristic of the employee's performance or behaviour.

BEHAVIOURALLY ANCHORED RATING SCALE (BARS)

His method consists of a series of five to ten vertical scales one for each important dimension of performance identified through job analysis. These dimensions are anchored by behaviours identified through a critical incident job analysis. The critical incidents are placed along the scale and are assigned point values according to the opinions of experts. A BARS is typically developed by a committee that includes both subordinates and mangers. The committee's task is to identify all the relevant characterises or dimensions of the job. Behavioural anchors in the form of statements are then established for each of the job dimensions. Several participants are asked to review the anchor statements and indicate which job dimension each anchor illustrates. The only anchors retained are those that at least 70 percent of the group agree belong with a particular dimension. Finally, anchors are attached to their job dimensions and placed on the appropriate scales according to values that the group assigns to them. One major advantage of BARS is that it requires considerable time and effort to develop. In addition because the scales are specific to particular jobs, a scale designed for one job may not apply to another.

BEHAVIOURA OBSERVATION SCALE (BOS)

It is similar to BARS in that they are both based on critical incidents. This is designed to measure how frequently each of the behaviours has been observed. The value of BOS is that this approach allows the appraiser to play the role of observer rather than of judge. In this way, he or she may more easily provide constructive feedback to the employee. This includes

1. Maintaining objectivity
2. Distinguishing good performers from poor performers
3. Providing feedback
4. Identifying training needs.

RESULTS METHODS

Rather than looking at the traits of employees or the behaviours they exhibit on the job, many organizations evaluate employee accomplishments – the results they achieve through their work. Advocates of results appraisals argue that they are more objective and empowering for employees. Looking at results such as sales figures and production output involves less subjectivity and therefore may be les open to bias. Furthermore, results appraisals often give employees responsibility for their outcomes, while giving them discretion over the methods they use to accomplish them. This is empowerment in action.

PRODUCTIVITY MEASURES

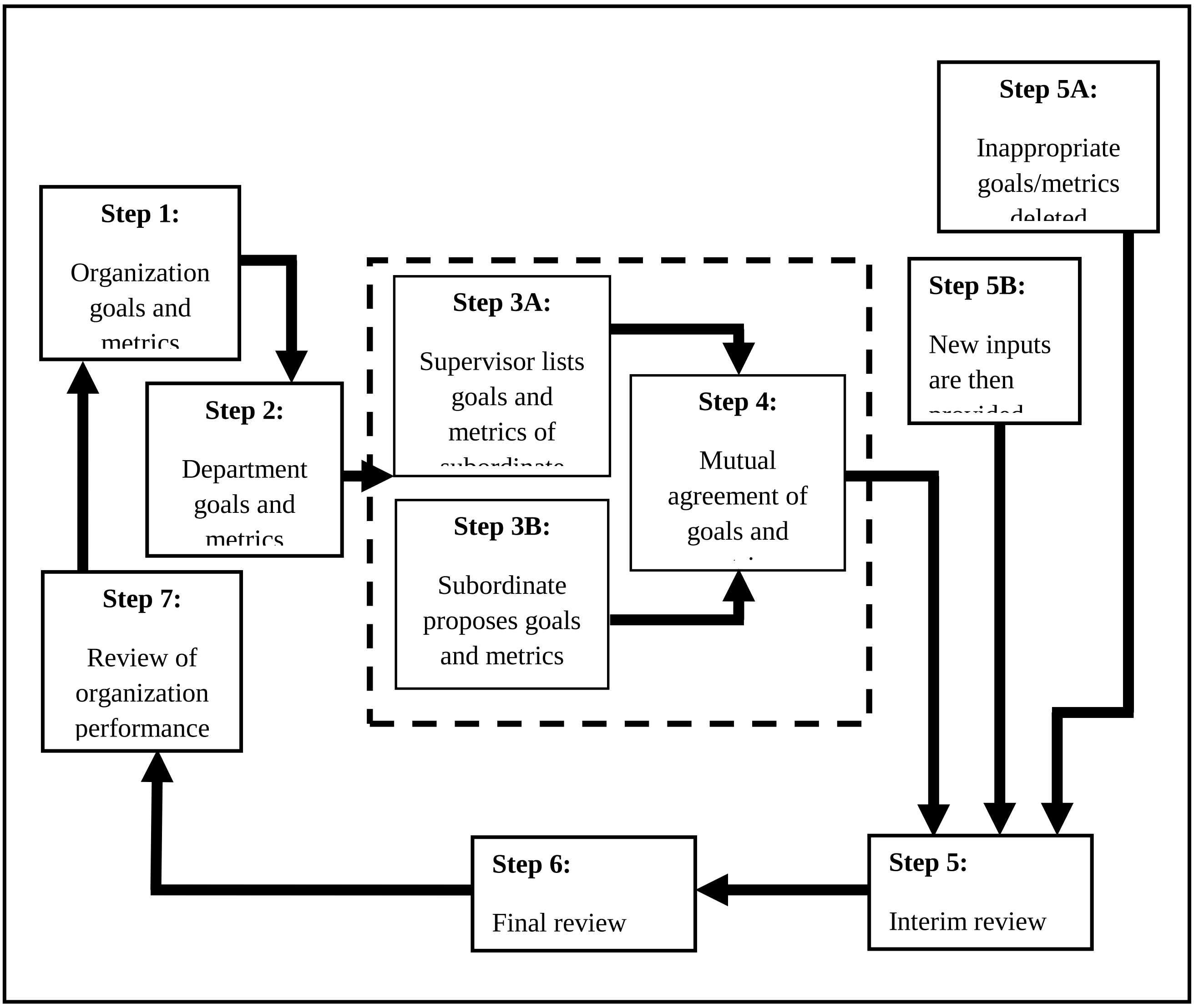
A number of results are available to evaluate performance. Salespeople are evaluated on the basis of their sales volume (both the number of units sold and the dollar amount in revenues). Production workers are evaluated on the basis of the number of units they produce and perhaps the scrap rate or number of defects that are detected. Executives are frequently evaluated on the basis of company profits or growth rate. Each of these measures directly links what employees accomplish and results that benefit the organization. In this way, results appraisals can directly align employee and organizational gorals.

Results appraisals may be contaminated by external factors that employees cannot influence. This may inadvertently encourage employees to “look good” on a short – term basis, while ignoring the long – term ramifications. If the appraisal focuses on a narrow set of results criteria to the exclusion of other important process issues, the system may suffer from criterion deficiency and may unintentionally foster the attitude that “what gets measured gets done.”

MANAGEMENT BY OBJECTIVE (MBO)

MBO is a philosophy of management first proposed by Peter Drucker in 1954 that has employees establish objectives (such as production costs, sales per product, quality standards, and profits) through consultation with their superiors and then uses these objectives as a basis for evaluation. MBO is a system involving a cycle shown in figure that begins with setting the organization’s common goals and objectives and ultimately returns to that step. The system acts as a goal – setting process whereby objectives are established for the organization (step 1), departments (step 2), and individual managers and employees (step 3).

PERFORMANCE APPRAISAL UNDER MBO PROCESS



Employee established goals are discussed with the supervisors and jointly reviewed and modified until both parties are satisfied with them (step 4). The goal statements are accompanied by a detailed account of the actions the employee proposes to take in order to reach the goals. During periodic reviews, as objective data are made available, the progress that the employee is making toward the goals is then assessed (step 5). Goals may be changed at this time as new or additional data are received. At the conclusion of a period of time (usually six months or one year), the employee make a self – appraisal of what he or she has accomplished, substantiating the self – appraisal with factual data wherever possible. The "interview" is an examination of the employee's self – appraisal by the supervisor and the employee together (step 6). The final step (step 7) is reviewing the connection between individual and organizational performance.

Managers must be willing to empower the method they use (but holding them accountable for outcomes). The following guidelines may be especially helpful:

1. Managers and employees must be willing to establish goals and objectives together. Goal setting has been shown to improve employee performance, typically ranging from 10 to 25 percent.
2. Objectives should be quantifiable and measurable for the long and short term.

3. Expected results must be under the employee's control. Recall employee early discussions of criterion contamination.
4. Goals and objectives must be consistent for each level
5. Managers and employees must establish specific times when goals ar to be reviewed and evaluated.

THE BALANCED SCORECARD

The balanced scorecard can be used to appraise individual employees, teams, business units, and the corporation itself. The appraisal takes into account four related categories: financial, customer, processes, and learning. Some recommendations for ensuring the method's success include the following:

- Translate the strategy into a scorecard of clear objectives.
- Attach measures to each objective.
- Cascade scorecards to the front line.
- Provide performance feedback based on measures
- Empower employees to make performance improvements

360 – DEGREE APPRAISAL

Many companies are combining various sources of performance appraisal information to create multi rater – or 360 – degree appraisal and feedback systems. Jobs area multi faceted and different people see different things. As the name implies, 360 – degree feedback is intended to provide employees with as accurate a view of their performance as possible by getting input from all angles: supervisors, peers, subordinates, customers, and the like. Although in the beginning, 360 – degree systems were purely developmental and were restricted mainly to management and career development, they have migrated to performance appraisal and other administrative applications.

360 – degree feedback can be useful for both developmental and administrative purposes, most companies start with an exclusive focus on development. Employees may be understandably nervous about the possibility of everyone "ganging up" on them in their evaluations.

Pros and Cons of 360 – Degree Appraisal

PROS:

- The system is more comprehensive in that responses are gathered from multiple perspectives.
- Quality of information is better. (Quality of respondents is more important than quantity.)
- It complements TQM initiatives by emphasizing internal/external customers and teams.
- It may lessen bias/prejudice since feedback comes from more people, not one individual.
- Feedback from peers and others may increase employee self – development.

CONS

- The system is more comprehensive in combining all the responses.
- Feedback can be intimidating and cause resentment if employee feels the respondents have “ganged up”
- There may be conflicting opinions, though they may all be accurate from the respective standpoints
- Employees may collude or “game” the system by giving invalid evaluations to one another.
- Appraisers may not be accountable if their evaluations are anonymous

ELIMINATING RATER ERROR

Appraisal training should focus on eliminating the subjective errors made by managers in the rating process. Gary Latham and Kenneth Wexley stress the importance of performance appraisal training by nothing that.

Error of Central Tendency is a performance rating error in which all employees are rated about average. To such raters it is a good idea to explain that, among large numbers of employees, one should expect to find significant differences in behaviour, productivity, and other characteristics.

Leniency or Strictness Error is a performance rating error in which the appraiser tends to give employees either unusually high or unusually low ratings. One way to reduce this error is to clearly define th characteristic or dimensions of performance and to provide meaningful descriptions of behaviour, known as “anchors”, on the scale. Another approach is to require ratings to conform to a forced ranking, a type of system initially developed by Gem purportedly with good results.

Recency Error is a performance rating error in which the appraisal is based largely on the employee’s most recent behaviour rather than on behaviour throughout the appraisal period. Having the rater routinely document employee accomplishments and failures throughout the whole appraisal period can minimize the recency error.

Contrast Error is a performance rating error in which an employee’s evaluation is biased either upward or downward because of comparison with another employee just previously evaluated. This can be eliminated through training that focuses on using objective standards and behavioural anchors to appraise performance.

Similar – to – me error is a performance rating error in which an appraiser inflates the evaluation of an employee because of a mutual personal connection. This training can pay off, particularly when participants have the opportunity to

1. Observe other managers making errors
2. Actively participate in discovering their own errors
3. Practice job – related tasks to reduce the errors they tend to make.

APPRAISAL INTERVIEWS

The appraisal interviews are perhaps the most important part of the entire performance appraisal process. The appraisal interview gives a manager the opportunity to discuss a subordinate's performance record and to explore areas of possible improvement and growth. Tere are three types of appraisal interviews:

Tell and Sell Interview

The skill required in the tell and sell interview include the ability to persuade an employee too change in a prescribed manner. This may require the development of new behaviours on the part of the employee and skilful use of motivational incentives on the part of the appraiser/supervisor.

Tell and Listen Interview

In this interview, the skills required include the ability to communicate the strong and weak points of an employee's job performance during the first part of the interview. During the second part of the interview, the employee's feelings about the appraisal are thoroughly explored. This method assumes that the opportunity to release frustrated feelings will help reduce or remove those feelings.

Problem Solving Interview

The skills associated with the problem, solving interview are consistent with the nondirective procedures of the tell and listen method. Listening, accepting, and responding to feelings are essential elements of the problem solving interview. This method goes beyond an interest in the employee's feelings. It seeks to stimulate growth and development in the employee by discussing the problems, needs, innovations, satisfactions, and dissatisfactions the employee has encountered on the job since the last appraisal interview.

CONDUCTING THE APPRAISAL INTERVIEW

While there are probably no hard – and – fast rules for how to conduct an appraisal interview, some guidelines may increase the employee's acceptance of the feedback satisfaction with the interview, and intention to improve in the future. Some guidelines that should consider while appraising are;

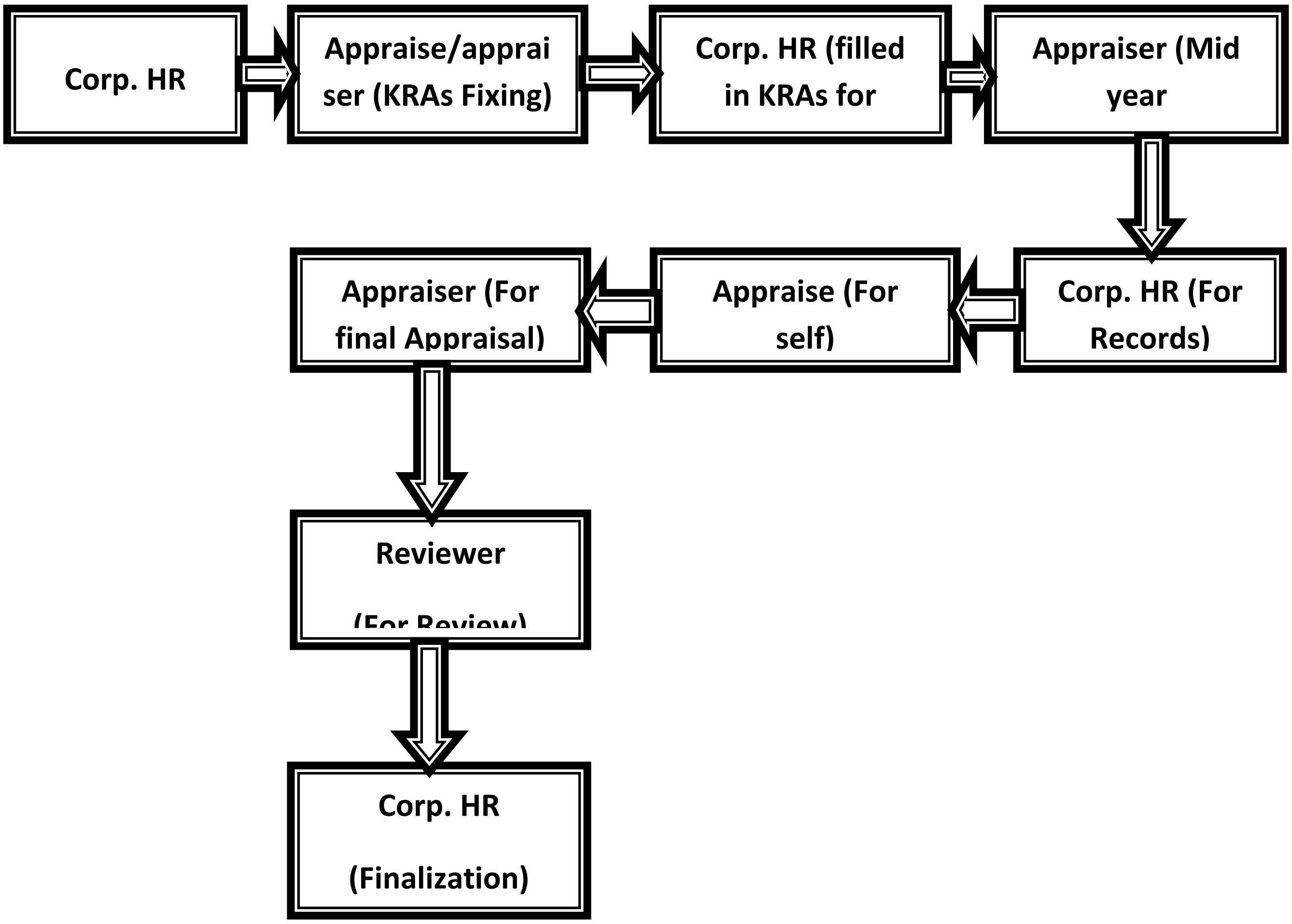
Ask for a self – assessment

It is useful t have employees evaluate their own performance prior to the appraisal interview. Even if this information is not used formally, the self – appraisal starts the employee thinking about his or her accomplishments. Self – appraisal also ensures that the employee knows against what criterion be or she is being evaluated, thus eliminating any potential surprises. When the employee has evaluated his or her own performance, the interview can be used to discuss areas in which the manger and the employee have reached different conclusions or not, so much to resolve the "truth", but to work toward a resolution of problems.

Invite Participation

The core purpose of a performance appraisal interview is to initiate a dialogue that will help an employee improve his or her performance. To the extent that an employee is an active participant in the discussion, the more likely it is that the root causes and obstacles to performance will be uncovered, and the more likely it is that constructive ideas for improvement will be raised.

PERFORMANCE APPRAISAL SYSTEM FLOW CHART



UNIT 3

What is "Performance Counseling?"

Performance Counseling is very important for employees to know the level of their performance and the area in which they need to improve. Performance counseling is a very useful activity provided both the counselor and the counselee take it in the right spirit. It helps the employee as well as the organization to identify weaknesses and then to formulate strategies to improve the performance. Performance improvement ultimately helps the organization to meet its goals and objectives. It is always important to evaluate the performance of the employees periodically to find out their level of efficiency. Some standard methods have been devised to make employees understand how far they are from the expected standards so that their performance can be improved. Those employees who lag behind in certain key performance areas must be assisted to analyze and improve their performance levels. Therefore the process of performance appraisal helps to evaluate and improve the performance of the employees so that they can give their best to achieve the goals of the organization as well as achieve better career satisfaction.

Performance Counseling is a very important activity that helps employees to know themselves better. Performance Counseling refers to the help provided by a manager to his subordinates in objectively analyzing their performance. It attempts to help the employee in:

1. Understanding himself - his strengths and weaknesses.
2. Improving his professional and interpersonal competence by giving him feedback about his behavior.
3. Setting goals and formulating action plans for further improvement.

Features of Performance Counseling

(1) Conditions for effective counseling

- A climate of trust, confidence and openness is essential for effective counseling. Counseling cannot be effective if the subordinate does not trust his boss.
- It is necessary that the subordinate should feel free to participate without fear or inhibition as it is a dialogue between supervisor and subordinate and hence should be a two way communication.
- The main purpose of counseling is employee development.

(2) Performance Counseling Phases

(a) Rapport Building: In the rapport building phase, a good counselor attempts to establish a climate of acceptance, warmth, support, openness and mutuality. This phase involves generating confidence in the employee to open up frankly, share his perceptions, problems, concerns, feelings etc. The subordinate must be made to feel wanted and that his superior is genuinely interested in his development.

(b) Exploration: In this phase, the counselor should attempt to help the employee understand and appreciate his strengths and weaknesses. He should also understand his own situation, problems and needs. Questions should be asked which help the employee focus on his problem. For example, if an employee feels that his problem is that others do not co-operate with him, the counselor may ask questions to narrow down the problem to the employee’s relationship with a few individuals. Then the superior may ask questions to help the employee understand what he does (or says) to his colleagues that is making it difficult for him to win their co-operations. Problem identification is a critical step in planning for improvement. To help the employee make a correct diagnosis of the problem, open-ended questions may be asked.

(c) Action Planning: Counseling interviews should end with specific plans of action for development of the employee. The main contribution of the superior in this phase is in helping the employee think of alternative ways of dealing with a problem. For example, in case of an employee whose relationships with colleagues are poor, the superior may suggest "What three things can you do in the coming week to improve your relationship with X?" After helping the employee brainstorm, the superior may also add more alternatives to the solutions already generated.

Finally the superior may render some assistance in helping the employee implement the agreed upon action plan. Often good counseling sessions fail to produce effective results due to lack of follow

Processes in Performance Counseling:-

(1) Feedback:
It is extremely important that the feedback is communicated in a manner that produces a constructive response in the subordinate. Given below are some guidelines that could be followed in giving feedback:

- Feedback should be descriptive and non- evaluative. Rather than putting the employee in a defensive position by telling him" Your coming in late convinces me that you are not serious about your work", a manager may say, "I notice that you have been regularly coming late and I am deeply concerned about this".

- It should be focused on the behavior of the person rather than on the person himself. It is necessary to distinguish between the individual and his behavior in conveying the negative feedback. It should be clear to the employee that what is being rejected or criticized is some specific behavior of his. The intent is not to condemn the employee as an individual.

- When conveying feedback, it is generally desirable to back it up with few examples of actual events. Care must be exercised not to overdo this as the subordinate may misinterpret it that the superior is systematically building up a well-documented case against him.

- Feedback should be given timely. It should be given at the first opportunity when the employee is in the receptive mood.

- Feedback should be continuous. It should become a regular practice so that the subordinate develops an ability to accept and act upon the feedback.

- Feedback should be checked and verified. This will ensure that the subordinate has not misinterpreted the feedback received from his superior.

(2) Pre-Interview Preparation:

- Make sure you know what was mutually agreed in terms of job responsibilities
- Review the employee's background, education, training and experience.
- Determine the strengths and development needs to be discussed with the employee.
- Identify areas that need attention during the next review period.
- Make sure that the employee has sufficient advance notice for the interview so that he has time to do his own preparation.
- It is always useful to note down the key points on a piece of paper.

(3) Interview

- Be sincere, informal and friendly. Explain the purpose of the discussion and make it clear to the subordinate that the interview is a two way communication.
- Encourage the employee to discuss how he appraises his own performance.
- Before discussing suggestions you have for his development, encourage the employee to tell his own plans.
- Make a record of plans you and the employee have made, points requiring follow-up.

PERFORMANCE REVIEW:

It is an ongoing process to document expected result, standards of performance eand evaluation fo the employee's performance. It also tracks the progfress towards achieving the results, assesses how well the preforeance results are achieved, provides suggestions, and also gives the guidelines to follow the sugggessignon to improve future performances

A comprehensivbe performance review of any organizatipn focuses on the following aspects of employees development.

- Developing employees capabilities to master the job specific skills
- Making employees aware of the organizational polices and workplace regulations.
- Helping employees deliver the results meeting the deadlines.
- Culminating the employees willingness to volunteer for new job responsibilitites.
- Developing employyes ability to take an initiative.
- Developing employyes communication skills
- Making employees work well with others.

SCOPE OF PERFORMANCE REVIEW

Depending on the nature of the organization, the scope of performance review varies. The scope of performance review encompasses the following aspects.

- Job performance- considers meeting goals and developing mutually decided standards.

- Working relationships - this aspect focuses on meintaining professional relationships with co workers subordinates, and managers.
- Core job skills – emphasizes on the normative aspects of job, including its skill and competencies.

TYPES OF PERFORMANCE REVIEWS

Probationary review: it is the general trend to hire employees on probationary terms, may be for a period from, 6 months to 1 year, on satisfactory completion of which they are confirmed. It is intended to ensure that employees are the right fit whith the organization in terms of performance. It also facilitates recruitment validation.

Rehiring review: often employees may voluntarily leave the job,m or organizations to right size, or on poor performace count, may ask them to leave. Even after such employment cessation, employees may be rehired.

Self review: self review requires employees to review their own performance. The process involves answering certain questionnaire items that is followed by a performance interview. Often a self review system is integrated with the organizational performance review process, so as to get the right feel about the employees own performance.

Peer review: often peer review, like the self review, forms a major part of the normal review process. Employees self assessment may not often provide us the right performance picture. This can be better validated by peer review, i.e., review of their performance eby their collegues.

PERFORMANCE REVIEW MEETING

A performance review meeting takes place between the managers and the employees, in such meeting, managers assess the performance of the employees, such as the attainment of agreed upon goals, overcoming difficulties in achieving the goals, if any, etc.

Before the performance review

- Develop the tiem schedule for performance review and the venue for review discussion. Performance review meeting or discussion essentially shoul be conducted during the working hours of working days.
- Understand the job descriptions of employees to clearly assess the expectations from the employees that were decided duting the performance planning.
- Study employees self assessment reports
- Study the supporting documents for employees performance
- Make sure that the review meeting maintains two way communication channel, so that the employees coan open up during the review process.
- Advise employees to come prepared with all supporting documents during the review process.

During the performance review

- Guide employees with specific feedback on th prefdromance, which helps them to prioritsze with performance goals decided during the performance planning, and to understand the performance area, where they havce exelled the expectations or failed to meet them.

- Make sure that the employees are able to share their self evaluation and understand where they are right or wrong.
- Make employees understand their developmental needs.
- Ensure mutual agreement on setting the targets for future performance iomprovement.
- Ensure mutual agreement on development goals
- Provide clarity in explaining the preformnance review process, answering any question fro employees, if any.
- Understand the degree of organizational support and identify the area, where it went wrong.
- Complete the performance review process, obtainin g signature from the employees.

After the performance review:

- Ensure that the employees get a copy of their performance review report.
- Keep record of the performance review report.
- Give certain feedback to the employee to develop their skills

UNIT 4

Training and development is vital part of the human resource development. It is assuming ever important role in wake of the advancement of technology which has resulted in ever increasing competition, rise in customer's expectation of quality and service and a subsequent need to lower costs. It is also become more important globally in order to prepare workers for new jobs. In the current write up, we will focus more on the emerging need of training and development, its implications upon individuals and the employers.

Noted management author Peter Drucker said that the fastest growing industry would be training and development as a result of replacement of industrial workers with knowledge workers. In United States, for example, according to one estimate technology is de-skilling 75 % of the population. This is true for the developing nations and for those who are on the threshold of development. In Japan for example, with increasing number of women joining traditionally male jobs, training is required not only to impart necessary job skills but also for preparing them for the physically demanding jobs. They are trained in everything from sexual harassment policies to the necessary job skills.

The need for Training and Development

Before we say that technology is responsible for increased need of training inputs to employees, it is important to understand that there are other factors too that contribute to the latter. Training is also necessary for the individual development and progress of the employee, which motivates him to work for a certain organisation apart from just money. We also require training update employees of the market trends, the change in the employment policies and other things.

The following are the two biggest factors that contribute to the increased need to training and development in organisations:

1. **Change:** The word change encapsulates almost everything. It is one of the biggest factors that contribute to the need of training and development. There is in fact a direct relationship between the two. Change leads to the need for training and development and training and development leads to individual and organisational change, and the cycle goes on and on. More specifically it is the technology that is driving the need; changing the way how businesses function, compete and deliver.
2. **Development:** It is again one the strong reasons for training and development becoming all the more important. Money is not the sole motivator at work and this is especially very true for the 21st century. People who work with organisations seek more than just employment out of their work; they look at holistic development of self. Spirituality and self awareness for example are gaining momentum world over. People seek happiness at jobs which may not be possible unless an individual is aware of the self. At ford, for example, an individual can enrol himself / herself in a course on 'self awareness', which apparently seems inconsequential to ones performance at work but contributes to the spiritual well being of an individual which is all the more important.

The critical question however remains the implications and the contribution of training and development to the bottom line of organisations performance. To assume a leadership position in the market space, an organisation will need to emphasise on the kind of programs they use to improvise performance and productivity and not just how much they simply spend on learning!

Training and development is one of the key HR functions. Most organisations look at training and development as an integral part of the human resource development activity. The turn of the century has seen increased focus on the same in organisations globally. Many organisations have mandated training hours per year for employees keeping in consideration the fact that technology is deskilling the employees at a very fast rate.

So what is training and development then? Is it really that important to organisational survival or they can survive without the former? Are training and development one and the same thing or are they different? Training may be described as an endeavour aimed to improve or develop additional competency or skills in an employee on the job one currently holds in order to increase the performance or productivity.

Technically training involves change in attitude, skills or knowledge of a person with the resultant improvement in the behaviour. For training to be effective it has to be a planned activity conducted after a thorough need analysis and target at certain competencies, most important it is to be conducted in a learning atmosphere.

While designing the training program it has to be kept in mind that both the individual goals and organisational goals are kept in mind. Although it may not be entirely possible to ensure a sync, but competencies are chosen in a way that a win-win is created for the employee and the organisation.

Typically organisations prepare their training calendars at the beginning of the financial year where training needs are identified for the employees. This need identification called as 'training need analysis' is a part of the performance appraisal process. After need analysis the number of training hours, along with the training intervention are decided and the same is spread strategically over the next year.

Development

Lots of time training is confused with development, both are different in certain respects yet components of the same system. Development implies opportunities created to help employees grow. It is more of long term or futuristic in nature as opposed to training, which focus on the current job. It also is not limited to the job avenues in the current organisation but may focus on other development aspects also.

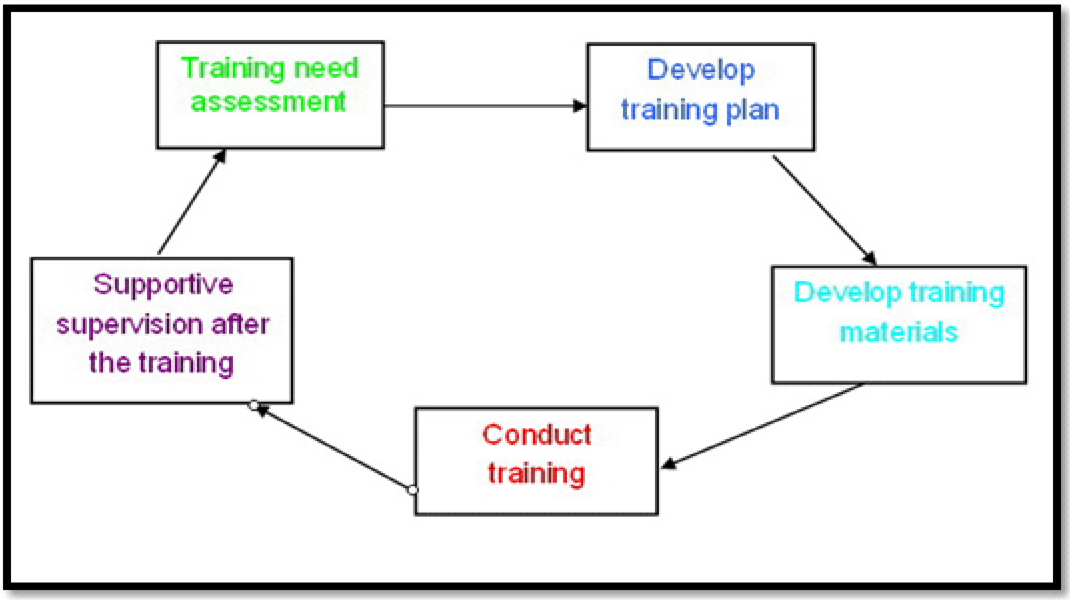
At Goodyear, for example, employees are expected to mandatorily attend training program on presentation skills however they are also free to choose a course on 'perspectives in leadership through literature'. Whereas the presentation skills program helps them on job, the literature based program may or may not help them directly.

Similarly many organisations choose certain employees preferentially for programs to develop them for future positions. This is done on the basis of existing attitude, skills and abilities, knowledge and performance of the employee. Most of the leadership programs tend to be of this nature with a vision of creating and nurturing leaders for tomorrow.

The major difference between training and development therefore is that while training focuses often on the current employee needs or competency gaps, development concerns itself with preparing people for future assignments and responsibilities.

With technology creating more deskilled workers and with industrial workers being replaced by knowledge workers, training and development is at the forefront of HRD. The onus is now on the human development department to take a proactive leadership role in responding to training and business needs.

The success of a training program is evaluated in terms of the end result or the increase in the work ability, skill or competency in the trainee. For any training program to be successful it is very essential to follow a certain process.**The basic process as illustrated in the figure below consists of four stages which are assessment, development, delivery and evalation**



- The process of training begins with the needs **assessment** stage. The aim of the assessment stage is to understand whether or not training is required. If the answer is yes; the next step is determining competency or skills gaps and the appropriate training intervention required. The training intervention is essentially decided in terms of attitude, knowledge and skill (ASK), the combination of which is called as competency. The assessment also called as the 'training needs analysis' is undertaken at three levels, the job, the individual and organisational analysis.
- Once the training needs analysis is complete, the next stage is that of Development. This stage involves the development of content and the training material. Right from designing the appropriate environment to deciding the various tools, everything is taken care of in the development stage. Games, A/V's, Case Studies, Class room intervention are various means that may be decided upon apart from the content delivered. For example, in behavioural training emotional intelligence, teamwork, listening are examples of competencies that are required to perform superior work. The same may be transferred into the trainees through any of the above means depending upon various factors like demographics, job nature etc which are taken care of in the first stage.
- The most important stage and perhaps the least talked upon from the training process is the **delivery**. Once the development stage is over it is time to conduct the training. Factors like time and venue of delivery are already decided in the earlier stages. There are various factors that determine the process of delivery like the participant demographics, the training intervention, the individual style of the trainer etc. This brings in a lot of diversity to the training programs.
- **Evaluation** is the last stage in the training process and more important from the perspective of evaluation of the effectiveness of training. Needless to say, it is aimed at analysing whether or not the training has been effective in achieving the objective (bridging the competency gap, changing the attitude, developing new skills etc). There are various ways in which the effectiveness of training programs can be evaluated but not many are able to answer in terms of ROI. The most effective tool for evaluation of training is the Kirk Patrick Model of Evaluation.

In order for the evaluation to be effective the both the criteria and design for training program is decided so that there is no discrepancy and the participants are able to evaluate the benefits effectively for themselves. The evaluation is made on the basis of participant reaction to the training, their learning and the change in behaviour. This feedback is then reused in the first step 'training needs analysis' for making future training more effective.

Training is an expensive process not only in terms of the money spent on it but also the time and the other resources spent on the same. The most important question therefore is determining whether or not a need for training actually exists and whether the intervention will contribute to the achievement of organisational goal directly or indirectly? The answer to the above mentioned question lies in 'training needs analysis' which is the first step in the entire process of training and development.

Training needs analysis is a systematic process of understanding training requirements. It is conducted at three stages - at the level of organisation, individual and the job, each of which is called as the organisational, individual and job analysis. Once these analyses are over, the results are collated to arrive upon the objectives of the training program.

Another view of the training need is that, it is the discrepancy between 'what is' and 'what should be'. Taking cues from this the world bank conducted a needs analysis and arrived upon the conclusion that many of its units in eastern regions of Europe required transformation from state owned business to self sustaining organisations. A number of universities were then contacted to develop the necessary modules and conduct the training upon the same.

Although each step in the entire training process is unique in its own, needs analysis is special in that it lays the foundation for the kind of training required. The assessment gives insight into what kind of intervention is required, knowledge or skill or both. In certain cases where both of these are present and the performance is still missing then the problem may be motivational in nature. It thus highlights the need and the appropriate intervention which is essential to make the training effective.

As mentioned earlier, the needs analysis / assessment is carried out at three levels - organisational, Individual and Job. We now take up each one of them in detail.

Organisational Analysis

The organisational analysis is aimed at short listing the focus areas for training within the organisation and the factors that may affect the same. Organisational mission, vision, goals, people inventories, processes, performance data are all studied. The study gives cues about the kind of learning environment required for the training. Motorola and IBM for example, conduct surveys every year keeping in view the short term and long term goals of the organisation.

Job Analysis

The job analysis of the needs assessment survey aims at understanding the 'what' of the training development stage. The kind of intervention needed is what is decided upon in the job analysis. It is an objective assessment of the job wherein both the worker oriented - approach as well as the task - oriented approach is taken into consideration. The worker approach identifies key behaviours and ASK for a certain job and the task - oriented approach identifies the activities to be performed in a certain job. The former is useful in deciding the intervention and the latter in content development and program evaluation.

Individual Analysis

As evident from the name itself, the individual analysis is concerned with who in the organisation needs the training and in which particular area. Here performance is taken out from the performance appraisal data and the same is compared with the expected level or standard of performance. The individual analysis is also conducted through questionnaires, 360 feedback, personal interviews etc. Likewise, many organisation use competency ratings to rate their managers; these ratings may come from their subordinates, customers, peers, bosses etc. Apart from the above mentioned organisations also make use of attitude surveys, critical Incidents and Assessment surveys to understand training needs which will be discussed in detail in other articles.

REWARD AND RECOGNITION

When was the last time someone told you "job well done?" Knowing that we have done our job effectively makes us feel good about ourselves and the work that we have done. When we give and receive recognition, everybody wins!

The Importance of Praise

Successful leaders use praise effectively. Employee achievements and/or performance improvement is a vital part of performance management. Sincere and honest praise lets employees know that you appreciate their efforts. This simple act takes little time but will provide many benefits. With a few positive, encouraging words and a pat on the back, you can recognize and reinforce desired performance behaviors. An employee who feels that his or her best efforts are valued by you is likely to continue those efforts.

It is important that your employees know they are viewed as valuable members of the organization. With praise, you can create and reinforce a positive self-image in your employees, making them feel like winners. This is most desirable in confusing or unclear situations where the employee is trying to do the right thing but is uncertain of the actual performance level.

Employees under stress also need a few words of praise to let them know they have done the right thing in a difficult situation. When an employee has been assigned necessary but unchallenging tasks, they, too, must be praised for their contributions.

Research on Recognition and Rewards

Giving recognition helps your employees to:

- Take pride in their work and in their job responsibilities
- Feel appreciated for their contributions
- "Go the extra mile"
- Heighten level of commitment to the organization
- Improve relationships between coworkers
- Be more open to constructive feedback
- Strive to meet and/or exceed performance expectations
- Support and promote a positive atmosphere in which praise prevails
- Get more enjoyment out of the work they do

For all these benefits, recognition and rewards also take hardly any time and cost little or nothing to give.

Types of Recognition and Rewards

Employees are motivated by both intrinsic and extrinsic rewards. An effective reward system recognizes both sources of motivation. There are several factors that influence and motivate peak performance. To ensure that the reward system is effective and motivates the desired behaviors, it is important that rewards are based on or linked to performance. Rewarding performance fairly is a supervisory responsibility that occurs regularly, not once a year at the time of annual performance discussions.

Praise and Acknowledgement

From Supervisors/Managers, this is among the most important motivators for employees. Employees want to be recognized and valued for their contributions. It is important that you recognize the importance of sincerely thanking employees both verbally and in writing for their specific contributions. Recognition of positive accomplishments should also be part of regular discussion and coaching sessions with employees.

Challenging Work Assignments

Providing challenging work assignments for high performing employees is another way to reward good performance. These types of assignments provide opportunities to develop skills, expand knowledge and/or increase visibility within the department and university. They also send an important message that employees' contributions are being recognized and valued. When considering such assignments, you should consult with employees about the types of assignments they would value. You should also assess whether workloads need to be redistributed to ensure that employees have sufficient time to devote to new tasks. A job enrichment assignment is one way to reward employees who are interested in cross training or learning a new skill.

Professional Growth and Development

You may provide employees with opportunities to participate in special educational programs, conferences or other activities that will expand their skills and knowledge. Employees benefit by developing new skills, and the university benefits from the additional expertise acquired.

Points to Remember When Giving Recognition

- **Make it specific**. It is useful to think about what, in particular, is good about what the person has done so that you can refer to that very early in the conversation.
- **Talk about it**. Starting a conversation gives you an opportunity to tell the individual why what they did was so good. The message reinforces how what they did is important to the department.
- **No "sting in the tail**." Don't ruin the recognition by saying "Well done, but…."
- **Put it on record**. This should be used in addition to delivering the message verbally, face to face and as soon as possible. These records will be an important part of your performance discussions with your employee(s).
- **Make it public**. This rule is excellent advice, but be a little careful. If your department isn't in the habit of giving recognition now, you should go gently and increase the amount of recognition steadily and consistently.
- **Pass praise on**. When someone else recognizes a person on your team, let them know.
- **Look for opportunities to praise people**. It is important to go looking for good work. In particular, think about:
  - **Who?** Praise for your team might come from many sources so keep your eyes and ears open.
  - **When and Where?** You should be constantly on the lookout for good work to recognize, but there may also be particular times when and where the search is likely to be productive.
  - **MBWA** - This stands for "Managing by Walking Around." It is a simple reminder that informal, unscheduled contact with team members should be a regular part of every leader's day. The motto for all leaders is: Try to catch them doing something RIGHT!

Quick and Easy Ideas for Recognition

Here are several simple ideas that can be taken to give recognition and rewards:

- "Sticky" praise - Use sticky notes to say thanks
- Project photo collage
- "Bravo" bulletin board
- Appreciation certificate
- Article about staff member in newsletter or UnivMail
- Greet employees by name when you pass by their desk or pass them in the hall

- Keep a roll of Lifesavers handy to give to someone who has been a real "lifesaver" with a special project or request
- Encourage your team to give each other spontaneous recognition

Praise should be a part of your normal day-to-day leadership action. Its contribution to employee development cannot be overstated. Recognition and rewards are most effective for reinforcing or improving work performance when the employee has confidence in the basis of that praise. And you, as the Supervisor/Manager, will be more confident when giving recognition and rewards based on information that you can support.

TEAMS

"Teams" are two or more people who coordinate their activities to accomplish a common goal. Teams are a way of organizing people to support inter-dependence and cooperation that requires close coordination among the team members. Team performance includes both the outputs produced by the group or team as a whole, as well as the contribution of individual team members to the success of the team.

Enhancing Team Performance	
Title	**Description**
Building a Collaborative Team Environment	Provides practical tips for team members to use in creating a collaborative environment.
Effective Teams Strive for Consensus	Explains what consensus is and describes three effective methods to help teams build consensus.
Model Leads to More Effective Teams	Describes methods for improving poor team performance.
Team Leader Guide Sees Performance Management Role	Presents a brief overview of the Team Leader Guide and describes some of the performance management functions that team leaders can do.

Building a Collaborative Team Environment

Teams are expected to produce results, but performance is hindered when team members do not work well together. A collaborative team environment is essential for the team's success. To create a collaborative environment, team members must practice the following:

Have a Common Purpose and Goal

A team is defined as a group of people working together toward a common goal. Without a goal, there is no team. Ideas for creating a common goal include:

- Create and/or review the team's charter.
- Discuss why the team exists.
- Allow each team member to express commitment.
- Create mottoes, symbols, awards, or posters that portray the team as one unit.
- Use the common purpose to prioritize team actions.

Trust Each Other

Team members must trust each other if they are to work together successfully. Ideas for creating trust among team members include:

- Be honest.

- Work to eliminate conflicts of interests.
- Avoid talking behind each other's back.
- Trust teammates (you must trust them before they will trust you).
- Give team members the benefit of the doubt.

Clarify Roles

Knowing everyone's role and being familiar with the responsibility of those roles create efficiency and flexibility. Ideas for clarifying roles on the team include:

- Review team members' roles frequently.
- Relate team member expectations to the team's overall purpose.
- Clarify responsibilities when action planning.
- Learn what others do on the team.
- Figure out ways to help each other.

Communicate Openly and Effectively

Miscommunication can create hard feelings and undermine the success of the team. Ideas for improving communication include:

- Err on the side of overcommunicating.
- Seek to understand all angles.
- Take responsibility for being heard and understood.
- Work to clear up misunderstandings quickly and accurately.
- Reinforce and recognize team member efforts.

Appreciate Diversity

Team members come from all walks of life, with different backgrounds and perspectives. Ideas for taking advantage of team diversity include:

- Remember that reasonable people can and do differ with each other.
- Try to learn as much as you can from others.
- Evaluate a new idea based on its merits.
- Avoid remarks that draw negative attention to a person's unique characteristics.
- Don't ignore the differences among team members.

Balance the Team's Focus

Finally, team members need to recognize that they should measure and monitor the products and services the team provides as well as the team's internal group dynamics and relationships. (Sometimes team members get so involved in the process of becoming a team they forget the reason they were made a team in the first place, or vice versa.) Ideas for creating that balance include:

- Regularly review and evaluate the effectiveness of team meetings.
- Hold team celebrations for achieving results.

- Praise individual effort.
- Design individual performance goals that emphasize both results and teamwork.
- Assign certain team members to monitor task needs and others to monitor relationship needs.

Effective Teams Strive for Consensus

One of the conditions necessary for successful team work is team members' ability to make decisions and solve problems as a group. Some of the most effective decision making processes include building consensus.

Building Consensus

Consensus means coming to an agreement. Creating consensus in a team setting means finding a proposal acceptable enough that all team members can support it, with no member opposing it. Consensus includes:

- pooling opinions;
- listening effectively;
- discussing ideas and differences;
- not getting all you want; and
- coming to an agreement that everyone "can live with."

Consensus is not:

- a unanimous vote;
- majority or minority rule;
- one person rule; or
- bargaining.

Methods that help teams reach consensus

Teams can reach consensus using formal and informal methods. Highly developed teams may be able to reach consensus informally. However, new teams or groups of employees who are not familiar with each other will need more structured methods to help them build consensus methods such as brainstorming, multi-voting, and nominal group technique.

Brainstorming is a simple and effective method of generating ideas in a group. It begins with a facilitator defining the problem or the topic. Then, each team member suggests ideas either in turn or as ideas arise and those ideas are written on a board or flip chart.Team members should not criticize or evaluate any idea during the brainstorming session. After the team generate the ideas, the group refines the list by asking for explanations, combining ideas, and if necessary, prioritizing ideas from most effective to least effective.

Multi-voting can reduce a list containing a large number of items to a manageable few. At the beginning of the process, each member gets a number of votes equal to no more than one half or one third of the total number of items listed. Members cast their votes for the items they perceive as best on the list, but may cast only one vote per item. Items receiving votes from half or more of the group are circled. The process repeats, with members casting limited votes for the best of the remaining circled items. The team continues multi-voting until it reduces the list to three to five items.

Nominal group technique is a two part process that provides a more structured approach than brainstorming or multi-voting. First, the team runs a brainstorming session to generate a list of ideas. Once they have the list, members discuss and clarify the ideas. Then, each member receives small cards to equal a fraction of the number of ideas still on the list. The members use the cards to vote for the ideas they like the most by recording one idea per card and assigning that idea a rank order, with "1" being the least favorite. The facilitator or team leader gathers the cards and tallies the ranks given to each idea. The idea that has the highest point total is the team's selection.

Model Leads to More Effective Teams

How can managers and team leaders improve poor team results? How can successful teams be even more effective? Dr. Robert Ginnett of the Center for Creative Leadership has developed the Team Effectiveness Leadership Model, which can be used to identify what is required for a team to be effective and point the leader either toward the roadblocks that are hindering the team or toward ways to make the team even more effective. This model (depicted below) uses a systems theory approach with inputs on the left (i.e., individual, team, and organizational factors), processes in the center (i.e., what one can tell about the team by observing team members), and outputs on the right (i.e., how well the team did in accomplishing its objectives). One way to explore the model is to go through it in reverse order looking at outputs first, then the process stage, and then inputs.

Outputs

Outputs are the results of the team's work. A team is effective if (a) the team's product or service meets its stakeholders' standards for quantity, quality, and timeliness; and (b) if the group process that occurs while the group is performing its task enhances its members' ability to work together as a team in the future. And an equally important result of a team working effectively is the satisfaction its members derive from that work as individuals. Those team results depend on the group process and the inputs available to the team.

Process

The model identifies four Process Criteria yardsticks managers can use to examine the ways in which teams work. If a team is to perform effectively, it must:

- work hard enough (P-1 Effort);
- have sufficient knowledge and skills to perform the task (P-2 Knowledge & Skills);
- have a strategy to accomplish its work or ways to approach the task at hand (P-3 Strategy); and
- have constructive and positive group dynamics among its members (P-4 Group Dynamics).

Research has shown consistently that effective group dynamics are the foundation upon which other team work proceeds. If the team is ultimately to achieve the valued outcome measures of effectiveness, a firm foundation of effective group process is critical. (Note that Group Dynamics is depicted as the foundation of Process Criteria. This "foundation" concept appears in other sections of the model as well.)

Inputs

Inputs are what is available to teams as they go about their work. The model shows multiple levels in the input stage. Input factors at both the individual and organizational levels affect the team design level as indicated by the direction of the arrows between these levels.

Applying the Model: An Example

The best way to understand how this model can help managers analyze team performance is to run through an example. Suppose a manager discovers that a team's members are not working very hard. Looking at the model's Process Criteria, an initial diagnosis would suggest a problem of effort P-1). Instead of either encouraging or threatening the team members to get them to work harder, the manager could first consider the model's inputs to see if an underlying problem can be identified. The component in each input section with the number that correspond to the initial problem offers a natural starting point because the items have been numbered systematically to align related concepts.

The Individual Inputs piece of the model asks managers to look at the interests and motivations of the individual team members (Level I-1, corresponding to a P-1 diagnosis), because team members who are interested in the group's task will be more likely to succeed at it. If the manager finds that the team members do in fact have an interest in the task, the model then leads the manager to consider another possibility.

The model emphasizes the way teams are influenced by both individual and organizational level inputs. So the next step is to look at the Organizational Input level. At the organization level, the model suggests the manager examine the system of rewards (or disincentives) (O-1) that may be impacting the team. If the individuals have no incentives provided by the organization for putting forth effort, they might not be very inclined to work hard, or at all. Or the reward system may be structured to promote only individual performance. Such reward structures are inconsistent with team tasks where interdependence and cooperation among members is necessary.

If the manager concludes that both the individual and organizational level factors do support the team's ability to perform the task, the model offers yet another area to explore. Problems can also occur at the Team Design level. Here, it is likely a poorly designed task (T-1) is the culprit. If a job is meaningless, lacks sufficient autonomy, or provides no knowledge of results, team members may not put forth much effort.

Using this model, a manager can find key points at various levels of the input stage that would impact the way the team went about its work. In this example, a process level problem with effort was diagnosed and the model led the manager to examine the "1" level factors at the individual, organizational, and team levels as the most likely locations for finding input problems.

Of course, additional factors impact teams and team effectiveness, including complex interactions among the variables described in this model. Even so, this model can be useful for understanding how teams operate and can help managers analyze problems and lead more effectively.

Team Leader Guide Sees Performance Management Role

Agencies throughout Government have delayered and adopted more team-oriented ways of organizing their work. A significant issue in making these changes concerned the role of team leaders, the duties they would perform, and how their jobs would be classified. In April 1998, the Office of Personnel Management's (OPM) Classification Programs Division published, which was developed to support agencies moving to team or work group structures. Part I of the Guide reissued the guidance for classifying work leaders of employees in clerical and other one-grade interval occupations in the General Schedule (GS).

More significantly, however, Part II of the Guide "General Schedule Team Leader Positions" provided brand-new guidance for classifying positions whose primary purpose is to lead a team of other GS employees carrying out two-grade interval work. Most of the recent Government delayering and team formation has occurred in these latter situations.

The Guide provides information about certain minimum authorities and responsibilities that must be exercised to merit classification as a leader. From a performance management perspective, the Guide clearly recognizes the role leaders can play in the performance management processes of planning, monitoring, developing, rating, and rewarding employee and group performance.

Part II of the Guide presents specific team leader duties. Many of them describe performance management responsibilities, including:

- communicating strategic plans, goals, objectives, assignments, and actionable events to the team; including deadlines and timeframes for completion as well as distributing the workload (i.e., planning performance);
- monitoring the status of work and identifying and solving problems (i.e., monitoring performance);
- coaching the team in problem-solving methods, work methods, and in consensus-building activities, and training or arranging for the training of team members in skills, methods, and techniques necessary for completing individual and team tasks (i.e., developing performance);
- making recommendations for performance appraisals (i.e., rating performance); and
- making recommendations to the supervisor for team and individual recognition (i.e., rewarding performance).

In total, Part II presents 20 such team leader duties. Team leaders must perform a total of 14 of them, but their specific combinations would be a matter of management discretion, rather than any classification requirements. Moreover, the Guide describes those duties in terms of *minimum* authorities and responsibilities. The actual range of duties a team leader may be assigned is very flexible. For a given duty, an agency would be free to give a team leader greater authority to carry out responsibilities than are specifically described in the Guide's minimum statements. So long as the position as so defined does not reach the minimum requirements for *supervisory*positions set out in the separate General Schedule Supervisory Guide, the position would be properly classified as a team leader rather than a supervisor. The team leader's bargaining unit status could be affected, however, if the position includes "supervisor" duties as defined by labor relations law.

With respect to performance management duties in particular, team leaders at a minimum may make recommendations for appraisals and awards. This does not necessarily preclude them from being appraising officials or from having the authority to grant awards. Governmentwide appraisal regulations (i.e., part 430 of title 5, Code of Federal Regulations) *do not* prescribe that the rating official must be the first-line supervisor. When delegating authority and responsibility to leaders, agencies need to carefully balance the responsibilities between the leader and the supervisor to ensure that the supervisory position is sustained and that the overall responsibilities of the leader position do not exceed the Guide's limits.

UNIT 5

Assessment centres are considered by many recruiters to be the most objective and accurate method of selection. This page explains what they are, why employers use them and how you will be assessed.

Introduction to assessment centres

Assessment centres are very common in graduate recruitment.

They are usually a day or two days in length and tend to take place towards the end of the recruitment process, often after you have sat online tests and had a first round interview.

The process tends to be pressured and exhausting, but most candidates report that they enjoy the exercises and the opportunity to make their own assessment of the organisation.

Purpose of assessment centres

Assessment centres contain different exercises designed to test your suitability for the job and organisation.

Recruiters can see how you operate in a variety of situations, to get a fair and comprehensive picture of your abilities. They can see what you can do, rather than just what you say you can do in an interview.

They are beneficial for applicants too. They give you the opportunity to demonstrate a range of skills, not just your effectiveness at being interviewed.

How you will be assessed

You will be assessed on your performance in a range of activities, against pre-determined criteria the employer has identified as being important. Employers often explicitly tell you what criteria they will measure you against.

A final overall assessment will be made at the end of the centre.

The exercises are designed so that you can demonstrate a particular competency (such as communication) in more than one exercise. This means you have more than one chance to meet each part of the criteria, so don’t worry if one exercise doesn’t go particularly well.

You are not in competition with the other candidates. You need to meet the standard as set by the employer. Everyone in your group could be successful or no one in your group could be successful. Often you’re not being assessed on what you know, so much as how you think. Just be yourself - at your best.

According to the Chartered Institute of Personnel and Development (CIPD), on average one third of companies use assessment centres as a method to select applicants.

The business benefits of assessment centres

- They are far more accurate than a standard recruitment process as they allow a broader range of selection methods to be used during the process
- They enable interviewers to assess existing performance as well as predict future job performance

- They give the opportunity to assess and differentiate between candidates who seem very similar - in terms of quality - on paper
- They give the candidates a better insight into the role as they are tested on exercises, which are typical for the role they have applied for
- They help employers build an employer brand. Candidates who attend assessment centres which genuinely reflect the job and the organisation are often impressed by that company, even if they are rejected
- The cost of an assessment centre is usually cheaper compared with the potential cost of many recruitment phases and the cost of recruitment errors
- They are a fair process – they complement an organisation's diversity agenda and ensure that people are selected on the basis of merit alone.

Common pitfalls to avoid in running assessment centres

- New recruits with high expectations can feel disappointed if the assessment centre has encouraged them to believe the job or organisation fits their values if, in fact, it does not
- If you haven't defined the key competencies prior to the event - and a way to measure these competencies - you will only be able to compare candidates on anecdotal details

POTENTIAL APPRAISAL

The potential appraisal refers to the appraisal i.e. identification of the hidden talents and skills of a person. The person might or might not be aware of them. Potential appraisal is a future – oriented appraisal whose main objective is to identify and evaluate the potential of the employees to assume higher positions and responsibilities in the organizational hierarchy. Many organisations consider and use potential appraisal as a part of the performance appraisal processes.

The purposes of a potential review are:

1. to inform employees of their future prospects;
2. to enable the organisation to draft a management succession programme;
3. to update training and recruitment activities;
4. to advise employees about the work to be done to enhance .their career opportunities.

Techniques of potential appraisal:

1. Self – appraisals
2. Peer appraisals
3. Superior appraisals

4. MBO
5. Psychological and psychometric tests
6. Management games like role playing
7. Leadership exercises etc.

Potential appraisal helps to identify what can happen in future so that it can be guided and directed towards the achievement of individual and organizational growth and goals. Therefore, potential should be included as a part of the Performance appraisal in organisations.

Facts [+]
The Potential for Improving Performance, or PIP, measures the performance of the average worker versus the best person performing a particular task. Large differences suggest that performance can be improved by bringing average performance up closer to the best performance. Small differences suggest little potential for improvement.

The following are some of the requirements and steps to be followed when introducing a potential appraisal system:

Role Description: A good potential appraisal system would be based on clarity of roles and functions associated with the different roles in an organisation. This requires extensive job descriptions to be made available for each job. These job descriptions should spell out the various functions involved in performing the job.

Qualities Required: Besides job descriptions, it is necessary to have a detailed list of qualities required to perform each of these functions. These qualities may be broadly divided into four categories -
(1) technical knowledge and skills,
(2)managerial capabilities and qualities,
(3) behavioural capabilities, and
(4)conceptual capabilities.

Indicators of Qualities: A good potential appraisal system besides listing down the functions and qualities would also have various mechanisms for judging these qualities in a given individual. Some of the mechanisms for judging these qualities are -
(a) rating by others,
(b) psychological tests,
(c) simulation games and exercises,
(d) performance appraisal records.

Organising the System: Once the functions, the qualities required to perform these functions, indicators of these qualities, and mechanisms for generating these indicators are clear, the organisation is in a sound position to establish and operate the potential appraisal system. Such establishment requires clarity in organisational policies and systematisation of its efforts.

Feedback: If the organisation believes in the development of human resources it should attempt to generate a climate of openness. Such a climate is required for helping the employees to understand their strengths and weaknesses and to create opportunities for development. A good potential appraisal system should provide an opportunity for every employee to know the results of assessment. He should be helped to understand the qualities actually required for performing the role for which he thinks he has the potential, the mechanisms used by the organisation to appraise his potential, and the results of such an appraisal.

A good potential appraisal system provides opportunities continuously for the employee to know his strengths and weaknesses. These are done through periodic counseling and guidance sessions by either the personnel department or the managers concerned. This should enable the employee to develop realistic self-perceptions and plan his own career and development.

Potential Appraisal Vs. Performance Appraisal

Potential Appraisal is forward looking process whether **performance appraisal** is backward looking process. Any good or worse assessment results of performance appraisal may not be a good factor for potential appraisal. But current performance of an employee could show evidence somewhere whether he/she is flexible for new working conditions.